

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **11X556**

**School Name:**                       **BRONX PARK MIDDLE SCHOOL**

**Principal:**                             **DILLON PRIME**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Bronx Park Middle School School Number (DBN): 11x556  
Grades Served: 6, 7, and 8<sup>th</sup> Grade  
School Address: 2441 Wallace Ave, Bronx NY  
Phone Number: 718-652-6090 Fax: 718-652-6096  
School Contact Person: Madge Anderson Email Address: manderson@bronxparkms.info  
Principal: Dillon Prime  
UFT Chapter Leader: Mark Walters  
Parents' Association President: Yvette Henry  
SLT Chairperson: Ralph Labossiere, Davina Ruiz  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Deb Torres  
Student Representative(s):

**District Information**

District: 11 Superintendent: Maria Lopez  
Superintendent's Office Address: 1250 Arnow Ave, Bronx NY, 10469  
Superintendent's Email Address: MLopez9@schools.nyc.gov  
Phone Number: 718) 519- 2620 Fax: (718) 519- 2626

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plaza  
Director's Email Address:   
Phone Number:  Fax:

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dillon Prime	*Principal or Designee	
Mark Walters	*UFT Chapter Leader or Designee	
Yvette Henry	*PA/PTA President or Designated Co-President	
Angel Mateo	DC 37 Representative (staff), if applicable	
Deb Torres	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ralph Labossere	Member/ UFT	
Davina Ruiz	Member/ UFT	
Khadejah Artemus	Member/ UFT	
Carmen Fuller	Member/ Parent	
Doris Mitchell	Member/ Parent	
Keith Paris	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Vilma David	Member/ Parent	
Darma Rodriguez	Member/ Parent	
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Bronx Park Middle School opened as a new school in 2012 and now reached its full capacity as a 6-8<sup>th</sup> grade Middle School. This spring we graduated our first class of 8<sup>th</sup> graders onto high school. Bronx Park was founded on the idea that students learn best when they find their personal *Flow* (optimal learning experience) and by engaging in the authentic learning of making our planet a better place.

Bronx Park is a small, innovative school that offers a comprehensive, interdisciplinary college and career preparatory curriculum with a theme of applying learning to problem-based projects within the fields of modern, sustainable careers. Students take the traditional core courses each year, but always learn through interdisciplinary, project-based units that incorporate problem-based curriculum from a variety of career fields. To support essential adolescent social and emotional development, BXPk students receive daily advisory time with character development curriculum targeting our five core values of Professionalism, Reflection, Innovation, Determination, and Empathy. Bronx Park offers a rich array of enrichments including software engineering, foreign language, the arts, band and physical education, as well as extra-curricular activities including clubs, sports teams, student leadership, and school internships. The school supports special education by developing Integrated Collaborative Teaching (ICT) model classrooms to facilitate students' transition into their appropriate least restrictive environments. With a goal of inclusion, BXPk offers English as a Second Language services as both push-in and pullout models to support students' swift language acquisition. Students will leave Bronx Park high school ready, on college track, and well on their way to finding their life's work, passion, and *Flow*.

In the first three years, Bronx Park Middle School grew tremendously in its development of interdisciplinary-curriculum, building structures for social and emotional support for students, developing systems for reviewing student work and data, and creating structures for parent engagement. Across the board, the school has celebrated successes in these areas.

Now, in year four, the schools' major focuses will shift onto improving student achievement. This will be done by improving student literacy through stronger reading comprehension and writing outputs in all disciplines, while maintaining the challenging and innovative contexts built into the unique BXPk Curriculum.

## 11X556 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	405	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	6	# SETSS	18	# Integrated Collaborative Teaching
				32
Types and Number of Special Classes (2014-15)				
# Visual Arts	2	# Music	N/A	# Drama
				N/A
# Foreign Language	5	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	123.9%	% Attendance Rate		91.1%
% Free Lunch	82.6%	% Reduced Lunch		5.8%
% Limited English Proficient	18.2%	% Students with Disabilities		18.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		30.9%
% Hispanic or Latino	56.8%	% Asian or Native Hawaiian/Pacific Islander		4.6%
% White	6.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		21.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		1.95
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	5.7%	Mathematics Performance at levels 3 & 4		5.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on a comprehensive assessment of our school’s academic program, our school’s strengths with Rigorous Instruction include:

- School wide passing rates on the State Math and ELA exams grew 3.3% and 3.4% respectively.
- School wide passing rates on the State Math and ELA exams for students with disabilities grew 23.1% and 21% respectively.
- School wide passing rates on the State Math and ELA exams for *English as a New Language* students grew 17.4% and 23.4% respectively.
- In the 2014-15 Quality Review, Bronx Park Middle School scored proficient for the areas of Rigorous Curriculum and Effective Pedagogy.
- Based on Performance Series Data, school wide reading proficiency grew by an average of 10.21%

Based on a comprehensive assessment of our school’s academic program, our school’s needs with rigorous instruction include:

- Passing rates for on the State Math and ELA exams dropped in 6<sup>th</sup> grade Math by 1% and in 7<sup>th</sup> grade ELA by 1.2%.
- Passing rates on the State Math and ELA exams for *English as a New Language* students dropped for 7<sup>th</sup> grade mathematics by 5%.
- Based on Performance Series Data, school wide mathematical fluency proficiency grew only by an average of 1.68%
- 

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Rigorous Instruction** : During the 2015-16 school year, teacher teams will work together to produce unit-plans and assessments that are CCLS-aligned, utilize DOK level 3/4 questioning and performance tasks to assess student mastery, and engage students in higher order thinking and discussion that will result in 3% increase in students meeting proficiency levels on the ELA and Math state exams.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><b>CCSS Aligned Curriculum Planning :</b> All teachers will participate in five <i>Understanding by Design</i> unit-planning Curriculum Retreats for the 2015-16 school year. The focus of these retreats will be to develop unit plans with CCSS aligned learning goals, DOK level 3 and 4 performance assessments, and learning activities aligned to the CCSS. Teachers will develop CCSS aligned unit plans with a base-line, a summative performance assessment project, and a summative post-test. All of these assessments will be aligned to the NYC Performance Assessment Rubrics. Additionally qualitative learning targets will be developed in alignment with these rubrics. PD will be implemented to build differentiated Performance Assessments for ELLs and SWDs in all subjects. All math teachers will utilize the CMP3 curriculum for both planning and instructional purposes. The tasks and assessments from CMP3 will be built into the daily, weekly, and unit level learning and assessment cycles. Teachers in all other departments will use exemplar units from Engage NY to</p>	<p>All students, ELLs and SWDs</p>	<p>Bi-monthly curriculum retreats take place over two days in July, September, November, January, and March. Unit drafts are due for feedback 3 weeks in advance of the launch of the unit.</p>	<p>All teachers participate in the development of their grade-level, discipline specific units and assessments. All teachers present drafts of their unit plans to their departments and academies for feedback. The unit plans are submitted to the Instructional Leadership team for review and feedback.</p>

<p>support planning. All teachers will submit first drafts of CCSS unit plans for feedback prior to their unit launch. Feedback will target UBD criteria using the Wiggins &amp; McTighe <i>Understanding by Design</i> Rubric and the NYC Performance Rubrics to ensure alignment to standards. To better align, map, archive and share BXPK Curriculum, the school will begin to transition away from Google-Docs, which has been the primary digital mapping resource, toward using a school-wide <i>Atlas Rubicon</i> account.</p>			
<p><b>Individualized Digital Learning Resources for Instruction Beyond the Classroom</b> : All students will be given accounts for online reading and mathematics support programs including MyOn.com and IXL.com. Academies will run monthly competitions for minutes spent and growth progress shown on these programs outside of the classroom. Additional time afterschool and on Saturday will be allocated for students to use the school computer labs to complete minutes in these programs. Additionally, all students will be given license to Rosetta Stone language software so they may conduct this enrichment activity at their individual leisure . <i>English as a New Language</i> (ENL) students will have access to the English version of the program for their correct proficiency level during regular and AIS classes.</p>	<p>ELLs, SWDs, Lowest 3<sup>rd</sup> students</p>	<p>Academies will be able to discuss data weekly at their meetings, Student data will be shared monthly</p>	<p>Academy Team leaders will work in concert with the school’s Digital Technology Leads to collect and analyze the data. Advisors within each academy will review the data with students in an ongoing basis.</p>
<p><b>Targeted Academic Intervention Services and Expanded Test Preparation</b> : All students will be programmed for leveled reading and mathematics courses supplemental to their standard ELA and Math courses. During <i>Flow Reading</i> students will be grouped by ability level for targeted instruction. Based on their reading level and grouping, students will utilize the Junior Great-books collaborative inquiry curriculum, Wilsons, and a blend of independent reading options. Similarly, for mathematics, students will grouped by ability level for targeted instruction, and will use a blend of IXL.com, Go Math, and CMP3 tasks. Quarterly <i>i-Ready</i> assessments will be given and groups will be adjusted based</p>	<p>All students will be targeted by proficiency level, ENL students, SWD students, Lowest Third</p>	<p>Courses will be taught in ten week cycles, culminating in quarterly assessments that will be used to regroup students and inform instruction.</p>	<p>We will have two teams of teachers focused AIS ELA and Math respectively. These teams will use the data to create the groups and select subsequent curricula for each group. These teams will consist of at least one teacher from each grade-level.</p> <p>We will also use our testing coordinator to organize , administer, and analyze the quarterly assessment data necessary for re-grouping.</p> <p>We will encourage our strongest literacy and mathematics teachers</p>

<p>on student performance. ENL students will have their AIS courses co-taught in the integrated ENL model. Students with disabilities will receive these AIS services as a supplement to their mandated services.</p> <p>AIS programs will be added during afterschool and Saturdays starting in October, adding three extra months of support to our AIS calendar.</p> <p>Beginning in December, our AIS course work will pivot toward state test preparation. This shift will include the use of iReady digital and workbook resources and the Accessing Complex Texts (ACT) Curriculum for reading and writing. It will also include the use of IXL.com digital resources and the Go Math Curriculum for mathematics.</p>			<p>to apply for the after school and weekend AIS postings.</p>
<p><b>Student Data-folios</b> : To more deeply invest students to their own data, each student will develop a <i>Data-folio</i> for the year. This data-folio will include state test results, up-to-date lexile and mathematical fluency data, monthly usage data from MyOn.com and IXL.com, bi-monthly progress reports from the online grade-book, and weekly PRIDE Point letters from the school's PBIS system. Additionally, students with disabilities will include a list of their IEP goals and their Transition Planning activities and goals in their <i>Data-folios</i> . ENL students will include usage reports from Rosetta stone and their most recent language proficiency results.</p> <p>These <i>data-folios</i> will be housed in the student's advisory classroom. Advisory teachers will be expected to engage their advisees with these <i>data-folios</i> each time updated documents are available. These <i>data-folios</i> will also be used by students to present a case for their mastery of grade level standards to their parents during the three student led conference evenings next year.</p>	<p>All students, ENLs, SWDs</p>	<p>Data-folios will be issued in September with the first round of baseline data and then updated on a bi-weekly basis for the remainder of the year. Data-folios will be reviewed by families during each of the 3 SLC events.</p>	<p>Each team will be responsible for producing the updated hard copies of data that their team is responsible for. (e.g. Literacy team produces update Lexile score letters). Advisors will be trained in leading data protocols with their advisees to help students to see patterns and trends in their own data and do smart goal setting.</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teachers will be staffed so that two teachers can serve for each discipline on each grade. This will make collaboration possible for curriculum and instructional design. It will also allow for greater flexibility of scheduling for SWD and ENL students.
- We will program at least 6 teachers per grade for Academic Intervention services in Math and ELA to allow for the greatest flexibility of grouping and targeted interventions.
- We will continue to purchase the supporting professional texts for Curriculum Design work including the Wiggins and McTighe book: *The Understanding By Design Guide to Creating High Quality Units*, and *Classroom Instruction That Works* by Marzano and Pollock.
- We will update our purchase of a Rubicon Atlas account when necessary during the school year.
- We will purchase the text sets for Junior Great-books, the ACT workbooks, Strategies for Writers (ZB), and Go Math.
- We will purchase access to I-Ready for baseline and quarterly assessment.
- We will renew our purchase for school wide accounts in IXL.com, MyOn.com, and Rosetta Stone.
- We will be purchasing a new Online Gradebook, but must first identify a Mastery-Based Grading aligned platform (potentially Jumpro.pe or Skedula.com)

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will give a baseline assessment based on the 2015 state exams in September and a mid-year predictive in January. The goal will be to see at least 2% growth in scores on these exams across the school by January.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on a comprehensive assessment of our school’s academic program, our school’s strengths with our Supportive Environment include:

- According to our school’s attendance report, we have increase student attendance by 2% this year.
- According to our OORS reports, our school reduced incidents of principal and superintendent suspension by half during the 2015-16 school year.

Based on a comprehensive assessment of our school’s academic program, our school’s needs with our Supportive Environment include:

- According to responses on our Framework for Great Schools Report, only 74% of our community feels our school’s level of safety is high enough, which is 9 percentage points below the city average.
- According to responses on our Framework for Great Schools Report, only 84% of our community feels our school is preparing students to press toward academic achievement, which is 4 percentage points below the city average.
- According to responses on our Framework for Great Schools Report, only 74% of our community feels our school is teaching our students to have positive peer interactions, which is 7 percentage points below the city average.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Supportive Environment** : During the 2015-16 school year, the school’s *Emotional and Social Development Council* will implement a positive behavior program to raise the school’s positive response rates in the *School Environment Survey* scores in the area of Social and Emotional Learning by 5% by June 2016.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p><b>Student Social and Emotional (EmSoc) Development Team :</b> In the 2015-16 school year, the EmSoc Team will be expanded to include school administration, deans, guidance counselors, social workers, the crisis intervention team, and a teacher representative from each Academy, as well as a representative from the special education and ENL departments. This team will meet on a weekly basis to review school wide PBIS data and discuss on-going professional development needs for staff to support student develop. The team will help to set and revise school-wide expectations in the student handbook regarding discipline and our core routines and procedures. This team will also set policy and review effectiveness of our On Call student support team, our Reflection Center, and our PRIDE Point system. Members of this team will help to run staff development surrounding domains two during August PD and in an ongoing basis throughout the school year. Members of this team will also serve time on our On Call Counseling schedule and our Reflection Center schedule.</p>	<p>Students with lagging social and emotional skill sets, SWDs, ENLs</p>	<p>The Team will first meet in July to review effectiveness of 2014-15 systems. The team will meet again in August to set core policy and prepare for staff rollout. The Team will help to run PD during the PD week for BXPk staff.</p> <p>The team will meet on a weekly basis to review PRIDE Pt data and to create action steps.</p>	<p>School administration, deans, guidance counselors, social workers, the crisis intervention team, and a teacher representative from each Academy, as well as a representative from the special education and ENL departments.</p>
<p><b>Advisory Curriculum Focused on Social and Emotional Learning:</b> In the 2015-16 school year, all students will be programed for 100-120 minutes of advisory time per week. Advisories will either meet in co-taught classes as a large group or in smaller groups</p>	<p>All students</p>	<p>The first draft of the scope and sequence is due in the last week of August for review.</p>	<p>EmSoc Team members, All student-advisory teachers.</p>

<p>with their specific advisory teachers. In concert with the EmSoc Team, advisories teachers on each grade level will build an advisory curriculum scope and sequence that focuses on helping students to build the necessary life habits and skills for success. The curriculum will use <i>The Advisory Book</i> , by Linda Crawford, as a mentor text. The curriculum will incorporate the school’s five core values of professionalism, reflection, innovation, determination, and empathy. It will also focus on topics of interest and importance to adolescent students including, but not limited to, issues of bullying, hygiene, future careers, digital safety, self-esteem, and build positive friendships. As an expectation, each month of the curriculum must culminate in a performance task for students to complete with their fellow advisees. Results from these performances, or the performances themselves, will be shared as part of a monthly grade level assembly.</p>			
<p><b>Monthly Student Town Hall Meetings:</b> To incorporate regular student voice into our planning for student safety and social and emotional development, we will institute monthly Student Town Hall meetings. These meetings will take place on Friday’s during our extended advisory block and will be facilitated by a member of our EmSoc Team along with the advisors for the class. Each class will receive one monthly meeting. These meetings will teach students protocols for sharing successes and struggles, analyzing class PBIS data, sharing constructive feedback with teachers and collaboratively goal setting. Outcomes from these meetings will also be shared with the EmSoc Team and used to revise the advisory curriculum.</p>	<p>All Students</p>	<p>The monthly town hall dates will be posted on the school calendar in September.</p>	<p>EmSoc Team members, All student-advisory teachers.</p>
<p><b>Student PBIS and Celebrations Calendar :</b> To help to codify and reinforce positive student habits, the school will deepen its use of school wide PBIS. This includes additional professional development for staff around the use of deescalating techniques and our ladder of reflection. This will also include norming professional development around the use of the PRIDE point system, which is used to monitor students earning their points for professionalism and determination. These points will be tracked</p>	<p>Students with lagging social and emotional skill sets, SWDs, ENLs</p>	<p>The Incentives, Celebrations, and Events Committee will meet quarterly to update the events calendar.</p>	<p>EmSoc Team, ICE Committee</p>

<p>in central Google-Doc. Families will also receive a weekly PRIDE letter detailing their student's point earnings.</p> <p>To further reinforce positive student habits and proper demonstration of school-wide PRIDE values, the EmSoc Team will implement a school wide celebrations calendar. This calendar will include one major monthly celebration linked to student PRIDE point averages as well as weekly incentives that students are able to earn. This calendar will also include one monthly reading-related celebration on the school calendar to reinforce the school's reading expectations. EmSoc will also review earnings and attendance data related to these events to review their relative effectiveness for encouraging positive student habits.</p>			
---	--	--	--

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> <li>• Weekly time will be programmed into EmSoc team member's schedules to ensure regular meetings.</li> <li>• ICE meeting times will be calendared to ensure coordinated events planning.</li> <li>• The EmSoc and ICE committees will be given an allocation of funds for planning student events and incentives.</li> <li>• Copies of <i>The Advisory Book</i> will be purchased.</li> <li>•</li> </ul>											
<p><b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>We will give students a mid-year, in-house environment survey that has questions modeled off of the environment actual survey in regards to the domain of Supportive Environment. We will measure to see a 3-5% increase to positive responses regarding this domain.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on a comprehensive assessment of our school’s academic program, our school’s strengths with our Collaborative Teachers include:

- According to our school’s 2014-15 Quality Review, our school was rated Highly Developed for component 4.2, *Professional Collaboration*.
- According to our 2015 Framework for Great Schools Report, in the domain of Collaborative Teachers, our school beat the city averages in the categories of *Quality Professional Development, Innovation, Reflective Dialogue, and Peer Collaboration*.

Based on a comprehensive assessment of our school’s academic program, our school’s needs with our Collaborative Teachers include:

- Data from our internal assessments demonstrated inconsistent grading methodologies and growth rates across vertically and horizontally across grades and departments.
- Based on STARS grades, approximately 34% of students had at least one core course average below a %65.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Collaborative Teachers** : During the 2015-16 school year, departments will implement a *Mastery Based Grading* program to develop a data-driven culture within the school, which informs instructions and will result in a 10% increase in students who pass their core courses, by June 2016 .

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p><b>Mastery Based Grading Structure and Professional Development</b> : Over the summer, school administration, in collaboration with our Instructional Leadership team, will define a clear policy for mastery based grading for the 2015-16 school year. This will include creating expectations for generating CCSS aligned learning targets and rubrics for UbD unit-plans, scoring guide lines for converting rubric scores to the 100% scale used by STARS and our Online Gradebook, norms for generating mastery-based assessments , and curriculum scopes and sequences that offer students multiple opportunities to demonstrate mastery of a given standard. Guidelines will also be established for selecting key standards for IEP promotional goals and utilizing ENL language standards appropriate to a given ENL student’s English proficiency. School administration, in collaboration with the ILT, will plan and deliver professional development to all teaching staff during the week of Teacher PD that our school runs in August. During this time, all teachers will be required to update their unit plans and instructional practice with Mastery Based Assessment strategies and structures.</p>	<p>All students, SWDs, ENL Students</p>	<p>The Policy elements will need to be established by August 21<sup>st</sup> .</p> <p>The PD rollout will be done during the week of August 29<sup>th</sup> – Sept 3<sup>rd</sup> .</p>	<p>Principal and AP along with the ILT, which includes a teacher representative from each school department. These members were selected in collaboration with the UFT chapter leader and fulfill the responsibilities of the PD team.</p>

<p><b>Mastery Based Grading Coversheets for Student Portfolios</b> : To support student investment in this goal, students will create a Mastery based grading portfolio in each discipline. For each unit, each teacher will produce a <i>Mastery Based Grading Coversheet</i> . These coversheets will lay out the key standards/learning-targets for the unit and give students a location for tracking assignments and rubric scores for each assignment. As students receive back scored work, that work will be placed into their portfolios and students will fill-out the unit cover sheets accordingly. Teachers will periodically ask students to reflect on their mastery to look for areas of strength and areas for growth. At the end of each unit, students will bind all of the assignments together and the coversheet together to archive for promotional purposes at the end of the year. Strong samples of work will later be selected for SLC folders and EOY promotion portfolios. Students with IEPs will also add <i>Mastery Based Grading Coversheet</i> related specifically to their IEP annual goals and promotion criteria. These Coversheets will be updated with the IEP-specific assessments administer to these students and used for ongoing progress reports and EOY promotion decisions. ENL students will also add a <i>Mastery Based Grading Coversheet</i> related the language proficiency standards appropriate for their level of language mastery. These coversheets will be used in collaboration between the ESL and core discipline teachers for ongoing progress reports and EOY promotion decisions.</p>	<p>All students, SWDs, ENL Students</p>	<p>Portfolios will be created in September for each student and housed in their homeroom. The <i>Mastery Based Grading Coversheet</i> will be an expected portion of each unit submission prior to the launch date. It will be expected that the Coversheets are placed within the students’ portfolios by the second week of any unit.</p>	<p>The ILT Team, All core discipline teachers, SPED teachers, ENL Teachers</p>
<p><b>Mastery Based Grading Review by Department and Academy Teams</b> : To continue to build on our strong teacher collaboration, and in addition to our weekly academy meetings, our core discipline departments will meet twice per week during student lunch time. During these times, our departments will use Tuning Protocols to tune their unit learning targets, rubrics, and assessments. They will use the Atlas Data protocol to review ongoing student outcomes as evidenced by student <i>Data-Folios</i> , <i>Mastery Based Grading Coversheets</i> , and ongoing assessment</p>	<p>All Students</p>	<p>Academy and Department meetings will begin with the launch of the school year. Goal Setting Meetings will take place at the end of September. Academy and Dept. use of protocols will continue during meeting times through the year.</p>	<p>All Teachers, Academy and Department leaders</p>

results. Department and Academy teams will generate goals and action plans at the beginning of the year based on baseline data, and then update these plans throughout the year based on the outcomes from the aforementioned protocols.			
<b>Mastery Based Grading and Student Led Conferences</b> : To build on our current Student Led Conference Model, for each of the three SLC sessions scheduled in 2015-16, students will develop reflection sheets based on the <i>Mastery Based Grading Coversheets</i> housed in their portfolios. Students will select 1-2 pieces of work per discipline to pair with each Coversheet, complete a reflection of their mastery for each discipline, and include the reflections and work samples in their SLC folders. On the evening of their conferences, students will lead a 15-20 minute conference with their family members where they describe their level of mastery for each core discipline and use their work samples as evidence. These evening will also include a review of the data contained in the <i>Data-Folios</i> . Students with IEPs and ENL students will also prepare reflections related to their IEP specific and ENL specific coversheets.	All Students, SWDs, ENL Students	SLCs are scheduled for November, March, and May. Reflection sheets for each discipline will be generated prior to each conference	All teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Per-session will be allocated for summer planning around the Mastery Based Grading structures and policy.</li> <li>• Per-session will be allocated for summer professional development with all teachers to rollout the MBG structures and policy.</li> <li>• Funds will be used to purchase professional texts that support MBG facilitation, including <u>Seven Strategies of Assessment for Learning</u> by Jan Chappuis.</li> <li>• Core Discipline Teachers will be programmed so they can be free during student lunch time for academy and departmental planning meetings.</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will review STARS data at the end of Marking Period 2, and will be looking to see that 5-10% fewer students have one or more core course averages below 65%.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on a comprehensive assessment of our school’s academic program, our school’s strengths with Effective School Leadership include:

- According to our 2015 Framework for Great Schools Report, in the domains of Collaborative Teachers, Effective School Leadership, and Trust our school beat the city averages in the categories of *Quality Professional Development, Inclusive Principal Leadership, Principal Instructional Leadership and Teacher-Principal Trust* .
- Based on observation data in Advance, overall teacher HEDI scores improved from 67% Effective and Highly Effective in the first half of the 2014-15 school year to 82% Effective and Highly Effective in the second half of the year.
- During the 2014-15 school year, in addition to the 155 minutes of professional development time mandated in the new teacher contract, Bronx Park offered all new teachers a week of training in July, all staff members a week of Professional Development in August, and all teachers an extra 60 minutes of professional development built into their schedules each week. A teacher participating in all three areas received over 11,600 minutes of professional development.

Based on a comprehensive assessment of our school’s academic program, our school’s needs with Effective School Leadership include:

- Passing rates for on the State Math and ELA exams dropped in 6<sup>th</sup> grade Math by 1% and in 7<sup>th</sup> grade ELA by 1.2%.
- According to our school’s 2014-15 Quality Review, our school was rated proficient for component 1.1 (Rigorous Curriculum) and component 1.2 (Pedagogy) .
- Feedback from classroom observations conducted during our December PPO with our Superintendent revealed a need to raise the level or cognitive rigor in terms of classroom questioning and the need for systemic checking-for-understanding during classroom lessons for the purpose for regrouping and targeting instruction.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Effective School Leadership** : During the 2015-16 school year, the school leaders will implement a system that will allow for frequent and targeted professional development focused on high level questioning, rigorous and differentiated learning tasks, and mastery based assessment, along with regular observations of teachers, which will

result in a 10% increase in average observation ratings of Effective or Highly Effective for Danielson strands 3b, 3c and 3d, by June 2016.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p><b>Targeted Summer Professional Development Week :</b> To build on the practice of running summer professional development for all staff, and in collaboration with the ILT, BxPk will explicitly focus a week of summer PD time on Domain 3 for the Danielson Framework for Effective Teaching. This will include sessions focused on rigorous questioning and discussion (3b), challenging assessment tasks including differentiated elements for SWD and ENL students (3c), and Mastery Based Grading to improve assessments for learning and feedback for students (3d). These sessions will model the pedagogy that teachers are expected to implement in their classrooms. These sessions will also set the expectations for instructional practices that administrators are expecting to see.</p>	<p>All students, SWDs, ENL Students</p>	<p>Summer PD planning will take place August 19<sup>th</sup> - 28<sup>th</sup></p> <p>Summer PD week with teachers will take place August 29<sup>th</sup> – Sept 3<sup>rd</sup></p>	<p>Admin, ILT team members, all teachers</p>
<p><b>Ongoing Domain Specific Professional Development and Subsequent Observation :</b> To build on the practice of weekly professional development for all staff, and in collaboration with the ILT, BxPk will implement monthly PD focuses. These monthly focuses will target single stands of practice from the <i>Danielson Framework for Effective Teaching</i> . During the 155 minutes of afterschool PD and the 180 minutes of school day PD, the ILT will implement PD sessions aligned to the monthly focus strand that offer strategies to support all teachers in using effective and highly effective practices for each stand. Additionally, administrative observation will target the successful implementation of strategies for that focus strand. Observation data will then be used to further differentiate PD for teachers. The September PD focus strand will be <i>Questioning and Discussion</i></p>	<p>All students</p>	<p>ILT will meet bi-weekly to discuss PD outcomes.</p> <p>The PD calendar will be completed quarterly. PD sessions and observation will be completed weekly and in an ongoing basis.</p>	<p>Administrators, ILT members</p>

<p><i>techniques</i> (3b) to help set strong academic cultures in all classrooms. The October focus strand will be <i>Engaging Students in Learning</i> (3c) to support teacher development of rigorous and differentiated performance tasks and post-tests for the end of the first unit cycle. The November focus strand will be <i>Using Assessment in Instruction</i> (3d) to support teacher preparation for the first Student Led Conference of the year. At the end of November, the ILT will review data from the first three months of observation to evaluate the effectiveness of PD and establish the subsequent monthly PD focus strands.</p>			
<p><b>Mid-Year Reflection with Advance Score Trackers</b> : To build on the practice of mid-year reflections, teachers will be given their printed copies of their Advance score trackers during January PD. Teachers will be asked to review their goals from the IPC and the results of their observations to develop goals for the second half of the school year. Teacher reflections and goals will be shared during January and February observation debriefs with school administrators. Administrators will also help to refine the goals based on observation data.</p>	All students	Mid-Year reflections will be conducted in Jan. and reviews of goals and reflections will take place in Jan. and Feb.	Administrators, All Teachers
<p><b>Inclusion of Teacher Leaders in PD Implementation</b> : To build on the practice of weekly professional development, and in collaboration with the ILT, BxPk will ask its teachers with effective and highly effective practices to help to facilitate PD sessions. Based on 2014-15 observation data and ongoing classroom observation, teacher leaders will be identified for their strong practices, and will be included in PD planning and implementation. These teachers will also be used as exemplars to support developing teachers with observable strong practices. Teachers in need of support will conduct inter-visitations with to see these practices and will debrief their observations as part of PD time. A particular area of focus will be to have leaders in the <i>Special Education</i> and <i>English as a New Language</i> departments run professional development sessions for how best to support these populations of students during instruction.</p>	All students, SWDs, ENL Students	This will begin during august PD and will continue in an ongoing basis depending on school need and teacher proficiency.	Administrators and All Teachers

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>• Per-session will be allocated for summer PD planning.</li> <li>• Per-session will be allocated for summer professional development with all teachers.</li> </ul>

- Core Discipline Teachers will be programmed so they can be free during student lunch time for academy and departmental planning meetings. PD elements will be rolled out through these meetings.
- Per-session will be allocated for PD planning time for teachers demonstrating Effective and Highly Effective practices in our Danielson focus strands.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

### **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Based on a mid-February review of Advance data for the first half of the school year, we will be expecting to see a 5-10% increase in average observation ratings of Effective or Highly Effective for Danielson strands 3b, 3c and 3d. This goal may need to be adjusted if we see a high fall baseline for teacher practice in these areas (i.e. a high fall performance level for a practice would necessitate less overall growth.)

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on a comprehensive assessment of our school’s academic program, our school’s strengths our Strong Family and Community Ties include:

- According to our 2015 Framework for Great Schools Report, in the domains of Strong Families and Community and Trust, our school beat the city averages in the categories of *Teacher Outreach to Parents*, *Parent Involvement in the School*, *Parent-Teacher trust*, and *Parent-Principal Trust*.
- In the 2014-15 School year over 80% of BxPk Families attended two or more CCSS focused learning events (including SLCs, project shares, and academic events).
- Based on MOSL data for student reading levels in Performance Series, student readings levels grew an average of 180 scale points. This beat the average goal growth goal by over 45 scale points.
- During the 2014-15 school year, in collaboration with the PTA, the school launched an independent reading program to improve student reading culture, including the purchase of over 1000 new high interest library books and the purchase of reading accounts on MyOn.com for all students.

Based on a comprehensive assessment of our school’s academic program, our school’s needs with our Strong Family and Community Ties include:

- Our 2014-15 *School Environment Survey* response rate for Parents was only 22%.
- Anecdotally, our PTA meeting attendance rates were lower than hoped for by participating PTA members.
- Passing rates for on the State ELA exams dropped 7<sup>th</sup> grade ELA by 1.2%.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Strong Family and Community Ties** : During the 2015-16 school year, the school will utilize a School Phone App, our Online gradebook, and Monthly family newsletters to share reading data with students and parents, promote text-based dialogue at home, and provide resources to support student independent reading so that student reading levels will grow by an average of 1.5 reading levels by May 2016, as evidence by their Lexile assessments.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><b>Provide families with training on School Phone/Tablet App and Online Gradebook :</b> To increase regular communication with families, BxPk will work with WhizFish and an Online Gradebook provided to set up two communication forums for families. The <i>WhizFish</i> App will be used to provide families will general BxPk communications regarding school policy, events, and ongoing calendar updates. Our Online Gradebook will be used to communicate individualized student achievement data to families in an ongoing basis. During the Months of September, October, and November, BxPk will run afternoon trainings on Tuesdays to help families familiarize themselves with these programs. We will also run trainings with the PTA to make sure all PTA members are comfortable using these digital systems with their students.</p>	<p>All Students</p>	<p>Trainings sessions will take place during Tuesday afternoon family engagement times and during evening PTA meetings.</p>	<p>All teachers, Parent Coordinator, PTA members</p>
<p><b>Provide families with training on the MyOn.Com reading system :</b> To increase student reading levels and to increase parent familiarity with student reading, BxPk will train its families in the use of our Online Reading platform, MyOn.Com. All students will have accounts purchased for them. Again, during the Months of September, October, and November, BxPk will run afternoon trainings on Tuesdays to help families familiarize themselves with this program. Also, we will also run trainings with the PTA to make sure all PTA members are comfortable using this digital system.</p>	<p>All Students</p>	<p>Trainings sessions will take place during Tuesday afternoon family engagement times and during evening PTA meetings.</p>	<p>All teachers, Parent Coordinator, PTA members</p>
<p><b>Develop a Monthly Reading Newsletter for Students and Families :</b> To increase ongoing student and parent awareness of school wide reading data, a monthly newsletter sharing school-wide reading data will be generated. The literacy team that facilitates school wide reading AIS will collaborate with students to produce the monthly newsletter. The Letter will</p>	<p>All Students</p>	<p>Each newsletter will be publish and backpacked home at the end of the given month.</p>	<p>AIS Literacy team</p>

include spot-lighted books, strong student reading habits, effective reading strategies for students to use when they read independently, and school wide reading data including MyOn usage data and student reading levels.			
<p><b>Co-Sponsor Monthly Reading Club and Events with PTA :</b> To increase student engagement with reading, the Principal will run a monthly Book-to-Movie Reading Club. Each month the Principal will announce the “Book of the Month” and purchase 40-50 copies of the book for the school library for students to check out and read independently. Students will be expected to demonstrate evidence of independently reading the book to their AIS reading teacher. Their teacher will then sign them up for the Book Club Day at the end of the month when the principal gathers the students who read the book for a Socratic discussion. Additionally, and in collaboration with the PTA, the school will run a monthly “Movie Night” for students and families, screening the movie version of the “Book of the Month.” Concessions will be free for the students who demonstrated completion of the book in the Principal’s book club.</p>	All Students	The book of the monthly will be announced on the first school day of each month, along with the deadline for the Book Club Day and the date for the Movie Night.	Principal, PTA, AIS reading teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> <li>• The school will purchase and collaborate with WhizFish to set up the phone/tablet app.</li> <li>• The school will review available Online Gradebook Options and purchase a school wide license in July.</li> <li>• The school will renew its purchase of MyOn.com student accounts as necessary.</li> <li>• The school will program at least one literacy teacher for time to complete the production of the monthly Newsletter.</li> <li>• The school will set aside funds for bulk library book purchasing for the book club.</li> <li>• The school will work with Movie Licensing USA to be have legal public screenings for Movie Night</li> <li>• The school will work with the PTA to help to fund the concessions and other incentives related to the plan.</li> </ul>										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Based on mid-year reading testing in performance series in January and February, we are expecting to see an average of 0.75 – 1.0 years of reading level growth.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Level 1 on prior state ELA test, or low reading baseline in Performance Series, or low mastery in ELA on classroom assessments.	Socratic Reading using <i>Junior Great Books</i> Curriculum, Reading Support/Conferencing during Independent Reading, Saturday Academy Using MyOn.com, Bronx House HW Help, Guided Questioning w/ classroom instruction	Ability level specific AIS class w/ second group instruction, tutoring	During school, after lunch, after-school and on Saturday
<b>Mathematics</b>	Level 1 on prior state math test, or low baseline in Performance Series, or low mastery in Math on classroom assessments.	Targeted Math AIS class, Saturday Academy Using IXL.com, Bronx House HW Help, Guided Questioning w/ classroom instruction	Small group and tutoring	During school opposite of enrichment classes or AIS reading class, after-school and on Saturday
<b>Science</b>	Low mastery in Science on classroom assessments.	Extra Help Academy, Bronx House HW Help, Guided Questioning w/ classroom instruction	Small group and tutoring	During school, after-school and on Saturday
<b>Social Studies</b>	Low mastery in Social Studies on classroom assessments.	Extra Help Academy, Bronx House HW Help, Guided Questioning w/ classroom instruction	Small group and tutoring	During school, after-school and on Saturday
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Mandated Services, Counselling request from Student, Parent or Teacher, or Recommended as a tier of RTI through an SIT review.	Individual and Group Counseling, Student Mentor Program	Small group and 1:1 sessions, peer 1:1 mentoring	During school hours

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• During Teacher Recruitment, candidates are put through a rigorous multi-stage application process.</li> <li>• We will provide professional development opportunities for all teachers focused on deepening their understanding of differentiation of literacy instruction, embedding the Common Core State Standards into our curriculum, understanding text complexity, developing performance tasks and discussion question with higher cognitive demand and academic rigor. The facilitators are our teacher leaders, as well as from our Principal, Assistant Principal, and various teacher leaders.</li> <li>• During several weekly sessions, teachers will receive intensive professional development aimed at aligning all units and lessons to the CCSS and raising student achievement.</li> <li>• Teachers will meet in their Academy Teams and Departments to review student and school data, review student work, implement new best practices and strategies, and engage in inquiry cycles.</li> <li>• Teachers will also receive high-quality feedback from administrators, based on low inference evidence from observations, and aligned to a research-based teaching framework.</li> <li>• We will support and encourage teachers to communicate with parents/guardians via telephone, email, communication through our Online Gradebook system or personal meetings.</li> <li>• Teachers with a track record of strong student outcomes will take on an additional class of students to support their learning in all subjects, while reducing class size overall.</li> <li>• Teachers with abilities for developing student social and emotion skills will be partially assigned to our Reflection Center to work with students in crisis.</li> </ul>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
--

- During the summer new teachers participate in a week long Curriculum PD program focused on learning high quality UBD unit planning. All teachers then participate in 4 additional curriculum retreats through the year.
- During the summer all teacher participate in a week long environment and instruction PD program focused on effective teacher practice in domains 2 and 3 of the Danielson Rubric.
- All teachers participate in 335 minutes of weekly PD sessions focused on instruction and CCSS aligned practices.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

#### **3b. TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

### **Part 4: SWP Schools Only**

#### **4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Four different teams take a role in helping to make decisions regarding assessment and improving instruction

1) The Student Promotion Committee, comprised of multiple teachers and administrators selected by the Principal, considers multiple indicators of progress toward mastery of CCSS. These individuals consider a wide range of possible indicators and then refine the list into 4 concrete measures to be used for promotional decisions in May and June.

2) The Measures of Student Learning Committee, comprised of teachers selected in collaboration between the Principal and the UFT chapter leader, review prior student achievement and progress on MOSL exams, options for subsequent MOSL exams, and consider school wide goals based on prior year student achievement data. They then make recommendations for MOSL selections that will best support students and teachers in meeting school wide goals for student achievement.

3) The Instructional Leadership Team, comprised of teachers selected in collaboration between the Principal and the UFT chapter leader, will review school wide data and goals for student achievement. They then make recommendations for teacher professional development related to pedagogy and curriculum and programs and initiative selection that will support student achievement.

4) The School Leadership Team, comprised of the Principal, UFT chapter leader, and elected staff members and parents, reviews school wide to determine effectiveness and shape the direction of school policy and development.

#### 4c. "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	290,615.00	X	8-13; 20-23
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	8-10; 21-23
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,040,372.00	X	8-23

#### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Bronx Park Middle School (11X556)** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Bronx Park Middle School (11X556)** will support parents and families of Title I students by:

- *providing materials and training to help parents work with their children to improve their achievement level in literacy and math. This will include providing access to outside resources and tools such as iXL.com, Rosetta Stone, and more.*
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children *through monthly PTA meetings and SLT meetings.*
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress *through conferences, parent engagement time, and KickboardForTeachers online gradebook.*
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff to improve outreach school culture and instructional needs for the members of the school community.

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's *Parent-Teacher Association*, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office. The Bronx Park Parent Coordinator is Madge Anderson;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events, such as the Welcome Dinner, the Project Share and PRIDE days;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing regular syllabi and PRIDE point Reports for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **School-Parent Compact**

**Bronx Park Middle School (11x556)** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards using Universal Backward Design process;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences three times a year (Student Led Conferences) during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences, Student Led Conferences, Welcome Dinner, PRIDE Trip Days, Thanksgiving Dinner, Coffee with the Principal and more;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;

- always try my best to learn.

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Bronx Park Middle School</u>	DBN: <u>11X556</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>36</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Upon close data analysis of our ELL student data that indicates that most of our diverse ELL students read from 1 to 6 years below grade level, and their speaking skills require opportunities for practicing academic language. The Title III program would address the individual needs of students at all levels of proficiency based on the most recent scores on the NYSESLAT. The program will focus on literacy acquisition through the visual arts. Our Beginner, Intermediate and Advanced students will learn art history, and they will create artworks that were inspired by the new knowledge about different art movements and art techniques.

After school program: The Thursday after-school sessions of Title III Art Institute will include ESL students of all proficiency levels in English from grades 6, 7 and 8. This program will inspire students to perceive, create, and appreciate the visual arts. The Title III Art Institute curriculum will interweave art appreciation, history, criticism and production. Each session will focus on art explorations that encourage critical and creative thinking while building an awareness of art in everyday life. The rich visual environment will support students' creativity and innovation to create, read, write, listen, talk and learn about art. The architecture of each lesson will include presentation of art from around the world and examinations which will integrate other disciplines. The lessons will provide the means for promoting a mastery of basic art concepts and encouraging creative expression.

Materials: Students will read informational texts about different artists and study their works of art by analyzing the artists craft. Each lesson will introduce a content and a language objective that will allow the students to bring forth their prior knowledge about the art topics of discussion. Students will learn about the lives and careers of different artist and the art movements and trends that they represented throughout modern history. Each session will consist of reading, viewing art works, discussing the iconography--techniques--design--format of the art works, writing reflections/responses and creating their own art works. Students will participate in group critiques where they will use the newly acquired art academic language, and they will understand the criteria for puposeful expression of their intended ideas. Under the supervision and facilitation of the ESL teachers, students will use Reading A to Z, Writing and Vocabulary A to Z --on line student and teacher literacy resources and leveled electronic library. Students will read books about artists' lives and careers/art supplies/Adventures in Art or similar publishing series.

Mr. Grabski and Ms. Nelson, two ESL teachers at Bronx Park Middle School, will provide 40 hours of instruction (each) on Thursdays (2-hour sessions). The Thursday Title III program will run from January till May 2015.

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered

### Part C: Professional Development

- name of provider

Begin description here: \_\_\_\_\_ The Title III Professional Development will be aligned to the curricular objectives of the ELL Family Art Institute and supporting the two ESL teachers in building the capacity in improving instructional practices. Mr. Grabski and Ms. Nelson, two ESL teachers at Bronx Park Middle School, will receive professional development through collaborations, planning, and child study that will be facilitated in 13 one-hour sessions on Thursdays after the lessons with the students. The topics of the PDs will focus on monitoring individual student progress by analyzing student work and using case study as a model for research. Tuning protocol for looking at students' work and one-on-one conferences will be used to set benchmark goals for individual students.

- The professional development will allow the two ESL teachers to refine and adapt the Title III ELL Family Art Institute Scope and Sequence. The specific topics under study will include perception, creative expression, culture and heritage, informed judgment and integrating interdisciplinary curriculum. The component of perception will explore the elements and principles of design. Under the creative expression, we will adapt a range of themes/topics that will be matched with forms/media and techniques. Under the culture and heritage components, we will select artists from different cultures, different time periods, and art styles/movements/trends. Lastly, the professional development planning sessions will allow for designing content and language assessments for the students to monitor their growth and progress.

- Application of researched methodologies such as the SIOP model, the QTELL, CALLA and others will ensure that the needs of all second language learners both the children and adults are met. The 13 one-hour PD sessions will be scheduled between January and May of 2015.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: \_\_\_\_\_

- Saturday Program: To support parental engagement of our ELL families, we will offer an ELL Family Art Institute that will run on two Saturdays to accommodate our parents busy schedules. There will be 2 six-hour art workshops with visits to the local art museums. The parents and their children will learn together the language of art and the academic and artistic skills to express their opinions, make connections when discussing, reading, writing and creating art.

- The ELL Family Art Institute will inspire both students and their families to perceive, create, and appreciate the visual arts. The curriculum will interweave art appreciation, history, criticism and production. Through art explorations that encourage critical and creative thinking, the participants will build awareness of art in everyday life. A rich visual environment will inspire the families to create, read, write, listen, talk and learn about art. The mini lessons will feature art from around the world and will

### Part D: Parental Engagement Activities

integrate other disciplines. Through the Institute the families will learn about fundamental art concepts and they will gain confidence and enjoyment for creative expression. The museum visits will connect to the topics studied in our classroom.

The ELL families will be notified via flyers that will be bagpacked and returned to school with their signed confirmations. Also, follow up phone messages will ensure that the ELL parents were properly notified.

The instruction/facilitation will be provided by Mr. Grabski and Ms. Nelson, the ESL teachers at Bronx Park Middle School.

### Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	<u>\$6,720</u> <u>\$1,100</u>	<u>instruction/teacher per session for Thursday (2-hour sessions) and 4 Saturday (3-hour sessions)</u> <u>instruction/teacher per session for Parental Involvement the ELL Family Art Institute on 4 Saturdays (3-hour sessions)</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<u>\$1,100</u>	<u>professional development/teacher per session for 13-one-hour sessions</u>
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<u>\$1,500</u>	<u>student books about artists' lives and careers/art supplies/Adventures in Art or similar publishing series</u>
Educational Software (Object Code 199)	<u>\$540</u>	<u>Reading A to Z, Writing and Vocabulary A to Z --on line student and teacher literacy resources and leveled electronic library</u>
Travel	_____	_____
Other	<u>\$240</u>	<u>Art museum admission for students and their families</u>
<b>TOTAL</b>	<b><u>11,200</u></b>	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>11</b>	Borough <b>Bronx</b>	School Number <b>556</b>
School Name <b>Bronx Park Middle School</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Dillon Prime</b>	Assistant Principal <b>Renee Rinaldi</b>
Coach <b>Christina Taylor</b>	Coach <b>Phil Hammack</b>
ENL (English as a New Language)/Bilingual Teacher <b>Tomasz Grabski</b>	School Counselor <b>Mark Walters</b>
Teacher/Subject Area <b>Lauren Nelson/ENL</b>	Parent <b>Renee Ahmad</b>
Teacher/Subject Area <b>Davina Ruiz/Science</b>	Parent Coordinator <b>Madge Anderson</b>
Related-Service Provider <b>Melissa Raporto</b>	Borough Field Support Center Staff Member <b>Wladimir Pierre</b>
Superintendent <b>Meisha Ross-Porter</b>	Other (Name and Title) <b>Renee Floresca/IEP Specialist</b>

### C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>1</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>386</b>	Total number of ELLs	<b>70</b>	ELLs as share of total student population (%)	<b>0.00%</b>
--	------------	----------------------	-----------	---	--------------

# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	70	<b>Newcomers</b> (ELLs receiving service 0-3 years)	40	<b>ELL Students with Disabilities</b>	8
<b>SIFE</b>	20	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	17	<b>Long-Term</b> (ELLs receiving service 7 or more years)	13

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	40			17			13	0		0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	14	12					0
Chinese														0
Russian							1							0
Bengali							0							0
Urdu							1	0	2					0
Arabic							3	6	3					0
Haitian														0
French									1					0
Korean														0
Punjabi														0
Polish														0
Albanian							2	1	4					0
Other							8	2	3					0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							5	9	4					0
<b>Emerging</b> (Low Intermediate)							3	1	3					0
<b>Transitioning</b> (High Intermediate)							2	3	4					0
<b>Expanding</b> (Advanced)							9	12	13					0
<b>Commanding</b> (Proficient)							0	1	1					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							1	2	1					0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total								1	1					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8	1	0	0	0
7	10	3	0	0	0
8	20	2	0	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	6	1	7	1	1		0		0
7	12	2	8	3	0		0		0
8	20	1	4	1	0		0		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	5		7						0
8	18	2	4		1				0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
  - At Bronx Park Middle School one in every 5 students has a status of a current ELL (over 18% of the total enrollment—total enrollment 386 students and currently 70 ELLs). This ratio has remained steady since the inception of Bronx Park Middle School which is in the beginning of its fourth academic year now. The quantitative and qualitative data on our ELLs defines a very diverse group of students. There are currently 13 different languages on the record that the BXPk ELLs speak at home. One third of all ELLs at BXPk are students with interrupted formal education (SIFE), where in some cases, as the NYSITELL, SIFE survey questionnaire, the Spanish LAB (where appropriate), Fountas and Pinnell along with teacher-created assessments indicate that this particular group of students possesses very limited, or no formal literacy in their home language, and their language and academic content acquisition is delayed by up to 6 years. Approximately, 12% of all ELLs at BXPk are students with disabilities placed in either ICT or self-contained classes, and/or receiving related services such as SETTTS or speech as per their IEPs. Almost two-thirds of the ELLs at BXPk are considered “Newcomers,” they have been receiving the ELL services for less than 3 years. Additionally, one in every 5 ELLs is considered a “Long-Term ELL”, students who belong in this group have been receiving ELL services for 7 or more years.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
  - The good news is that the data patterns across performance levels on the NYSITELL and the NYSESLAT show that half of all our ELLs fall into the categories of “Expanding” and “Commanding” (formerly Advanced and Proficient respectively). Furthermore, 25% of our ELLs scored at “Entering” level, 10% at the “Emerging” level (both are programmed to receive above the minimum mandated of 360 minutes of ENL instruction from certified teachers), then 15% scored at the “Transitioning” level, followed by 47% at the “Expanding” level (both are scheduled to receive above the mandated 180 minutes of ENL instruction per week), and finally 3% at the “Commanding level (scheduled to receive above the mandated 90 minutes of ENL instruction from a certified pedagogue). Bronx Park Middle School will provide high quality programs and services for English Language Learners by taking on the work of the NYS Common Core and combining the cognitively challenging elements of literacy, mathematics, science, and social studies with the highly relevant content of modern career fields. Our ENL along with the content area teachers will develop inter-curricular units of study, using the Understanding by Design framework, in direct collaboration with experts and professionals from variety of careers. Before graduation, students will be expected to demonstrate a mastery of common core literacy and

mathematical reasoning and our five core values asserted under the acronym of PRIDE that stands for Professionalism, Reflection, Innovation, Determination and Empathy.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

3. BXPk will use information about Annual Measurable Achievement Objectives, the AMAO tool, to triangulate individual ELL student data available through RESI, the NYSESLAT scores and modality breakdown, as well as the number of years of service, the SIFE status, home language and any available assessments in that language, disability status and any information from the student's IEP, age—to determine if there were any interruptions the student's schooling and if they are performing at their grade-level, calculations of the scale scores and the combined raw scores to see at which percentile the student fared, and determine the at-risk level (if applicable).

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

4. Currently there is English as a New Language freestanding program available to the ELLs at BXPk Middle School as per the first parental choice indicated on the parent surveys and the HLIS forms. The school will offer ESL and Transitional Bilingual services, as the community deems appropriate, but will also utilize an inclusion model to push students' language acquisition as quickly as possible. Students will leave Bronx Park high school ready, on college track, and well on their way to finding their life's work, passion, and flow. The data patterns across the performance levels and grades indicate a steady academic growth of our ELLs across all content areas although the average gains are greater in Math and Science when compared to ELA especially for the "Newcomers." This trend is mostly true for the general education ELLs who possess prior grade-level content knowledge in their home language, and who attended school continuously without any significant interruptions. The data reflects slower gains for the SIFE students who make up almost one-third of all ELLs, and who make almost 50% of the "Entering" and "Emerging" ELLs at BXPk. The ELL periodic assessments are used for resetting student achievement benchmarks as well as for re-evaluating teaching and learning objectives as they indicate the level of student mastery of standard-based skills that may need to be looped in again for re-teaching through additional learning cycle. All teachers, that is the ENL as well as the content area teachers, provide the ELLs with a range of opportunities to use their home language as means to gain new content knowledge, communicate for understanding, produce a student product (written or project-based) as well as for socialization. Students and teachers have access to various technological applications that support the processes described above.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]

5. Several support systems have been put in place at BXPk Middle School to support the process of Response to Intervention (RtI) where key staff collaborates on identifying students for the program through close and systematic student record reviews to ensure appropriate implementation of interventions. While the student is enrolled his/her progress is monitored through a variety of assessment tools, which in turn inform data-based decisions on all English Language Learners. RtI's work is part of our Instructional Leadership Team, Academy Teams, Content Area Departments (that includes the ELL and SpEd teams) and school administration. Within the Response to Intervention framework that guides selection of ELLs and appropriate instructional decisions to be integrated in the Academic Intervention Services for the students considered at-risk, Bronx Park Middle School provides more specific curricular supports that include ELLs in mathematics and literacy (reading) development. The selection and placement criteria is informed by a multitude of student data from the state standardized tests, the MOSL assessments, periodic assessments, assessments developed in-house that monitor individual student lexile reading levels as well as their mastery of grade-level-standard based math skills, each administered at the beginning and at the end of the academic year as a predictive and growth-monitoring tool for individual students. In the same vein, any student who was not proficient on the 2014 State Mathematics exams receives two periods of small group AIS math. For this class we have blended facets of IXL.com and CMP3 and have named the class Flow Math. To provide more specific curricular supports for our students' literacy development, all students, including ELLs, engage in a co-taught, by teacher-teams, AIS literacy class that applies Socratic practice to the reading-level-appropriate materials and Junior Great Books Curricula. Additionally, individual student growth in literacy acquisition is conducted through one-on-one student-teacher Teacher College Reading Workshop conferences, and Fountas and Pinnell running records. We dub this class Flow Reading, and it is provided everyday, Monday through Thursday.

6. How do you make sure that a student's new language development is considered in instructional decisions?

6. An ELL student's new language development is considered in instructional decisions as there are built-in school-wide systems such as departmental, Academy, and grade-level curriculum planning retreats that occur over the summer and in 6-week cycles throughout the academic year. Since the inception of Bronx Park Middle School, all teachers take the work of CCSS head-on with our curriculum. In case of the ELLs, each thematic unit in each core subject provides interim as well as the end-of-the-unit assessments that are CCSS and ESL/ENL standards-aligned through individual ELL's mastery of content and literacy-based set of learning targets. We think that especially ELL students find that intrinsic engagement or value in their learning more readily when they can see the cross-curricular connections between disciplines, explore big questions, relate their learning to their real life, and engage

in authentic performances or acts of social justice. No single curriculum has offered us this blend of learning needs. As such, we embed curriculum design processes into the very fabric of the school. Part of the planning process involves cyclical and systematic reflection on our teaching that involves using protocols to look at students' work. This year, our intention has been to revise and improve the units by aligning them to the NYC Performance Assessment rubrics and with our reflections on last year's successes. We continue to develop the curriculum-planning capacity of our new staff members, as this is only our 2nd year at full operational capacity with the enrollment of all three grades (6 through 8). We create CCSS aligned, thematic, interdisciplinary inquiry units in all three grades that are also aligned to the NYC performance assessment rubrics. In our CEP, the measureable impact of this goal has been framed in terms of student success on the NYC performance assessments themselves. To action plan this curriculum development process, several important structures have been put in place. Teachers participate in a week long Curriculum Planning/Revision Retreat over the summer to learn the foundational components of Understanding by Design (UbD) and draft/revise their first unit of the year. Subsequently, teachers participate in Weekend Curriculum Retreats 6-8 weeks before the launch of each major interdisciplinary unit. At these Retreats, in discipline-based departments, and in student-sub-group-based Academy Teams, teachers review all student sub-groups (ELLs') work and achievement data from the most recent rounds of interim assessments to identify strengths and weaknesses, unpack CCSS standards and the NYC Performance assessment rubrics, review and nuance their understandings of the tenets of UbD unit planning, brainstorm interdisciplinary connections with their grade teams, and draft UbD stages for submission. 2-4 weeks before the launch of the unit, teachers submit a unit draft to their administrators. Administrators review each UbD unit, develop feedback, and meet with the teams to discuss the drafts and offer next steps. Teachers are expected to submit a revised version before the unit launch.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

7. N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

8. At BXP Middle School we evaluate the success of our programs for ELLs by monitoring annual increases in the number and percentage of ELL students making progress in attaining English language proficiency as it is reflected in the school summative state test data. Additionally, we monitor Adequate Yearly Progress (AYP) in English language arts and mathematics for ELL students. We address the educational needs of ELL students by engaging in review and analysis of student performance and provide training to teacher teams on how to use this data to make informed decisions that lead to higher academic achievement for ELLs. Our professional development calendar offers high quality professional development to teacher teams on effective, Common Core-aligned instructional practices that address the academic and linguistic needs of ELLs on the last Monday of every month. We provide a rich calendar of family engagement activities to increase parent involvement that highlight individual student progress during three annual Student-Led Conferences, trainings for the families on how to access Skedula, our on-line data base grading system, workshops on how to assist ELLs with homework as well as regularly scheduled events that provide information on the BXPK curricula and foster multiculturalism.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section.

1. At enrollment, a trained ESL teacher administers a Home Language Identification Survey (HLIS)—translated in their native language (where available)—to parents to determine what language their child speaks at home. This process also includes an interview in the parents' home language that we are able to provide upon parents initial visit or via translation/interpretation services. If outcome of the HLIS confirms that the child speaks another language at home then the student is administered the NYSITELL and the Spanish LAB in the case of the students whose first language is Spanish within the first 10 days. BXPK requests ELL status information from previous NYS school; NYSITELL is not administered if such records are obtained. If not obtained, ELL Identification Process continues. The NYSITELL determines eligibility for ELL services, and is used for ELL identification for new entrants to New York City public schools. Currently there are 3 certified ENL (TESOL) teachers on staff at BXPK.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

2. If the newly enrolled student is an ELL; SIFE status is also determined through the SIFE questionnaire and review of students records from his/her previous school and his/her current work by a qualified ENL pedagogue.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
  3. The BXPk Language Proficiency Team members at BXPk monitor identification and placement of the newly enrolled ELLs with IEPs (Melissa Raporto—SpEd Coordinator; Renee Floresca—IEP Coordinator; School Based Support Team—Garcia, Lozado, Ursillo; Tomasz Grabski—ENL; Lauren Nelson—ENL; Stephanie Leveque—ELA/ENL; Benjamin Pajkowski—SpEd; Regina Arone—SpEd). If a parent believes that his or her child is having learning difficulties in school, he or she is encouraged to speak with the child's teachers and school administrators regarding support services that can be provided within general education. If after these support services are provided the child continues to experience learning difficulties, the child may have a disability, which affects his or her learning. Parents have the right to make a referral to the Committee on Special Education.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
  4. If the NYSITELL shows that the student performed below proficiency level, the parent of the ELL student receives an entitlement notification letter within five school days after the NYSITELL is scanned and score is determined. If however the NYSITELL shows that the newly enrolled student performed at or above proficiency level, then the parent of that student is presented with a non-entitlement notification letter also within five school days after the NYSITELL is scanned and score is determined.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
  5. If the initial ELL identification process deems that the student is not an ELL, the parent of that student is notified of his/her right to appeal ELL status within 45 days of enrollment.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
  6. There are structures put in place at BXPk that ensure that the parents of ELLs understand all three program choices. Within the first five days of parent initial contact the parents are presented the video of parental choice of the three DOE programs for ELLs (Transitional Bilingual, Dual Language and ENL that is delivered in the parents' native language. The EPIC toolkit for the ELL parents serves us as a resource to introduce them to the three program choices for ELLs in the NYC DOE. Parents who have selected either Transitional Bilingual or the Dual Language programs on the parental choice survey will be informed via mail when either of the programs becomes available. The program eligibility letters are sent to the parents in their native language. The bi-weekly meetings with the principal provide the parents of ELLs with guidance for making informed choices in selecting the right academic path programs for their child. When the NYSITELL and the Spanish LAB results indicate that the child is entitled to ELL services, the entitlement letters are mailed to the parents in their native language. The parents meet with the ELL teachers, Mr. Grabski, Ms. Nelson and Ms. Leveque as well as the rest of the teaching and administrative team regularly throughout the year, during scheduled parent conferences every quarter, or on-call when needed.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
  7. The parents of ELLs are interviewed at BXPk, and it is then that they are presented with the Parent Surveys and Program Selection forms. The research-based information about the benefits of each of the three programs is explained to the parents in their home language if required, and they are collected at that time. Should the parent require translation/interpretation services to have the program selection/parental choice explained in their home language if such a language is not available during the enrollment interview then the translation/interpretation unit is contacted to provide such service, and the timely return of the forms is followed up by the ELL team.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
  8. BXPk has put in place a system for monitoring a timely return of the Parent Surveys and Program Selection forms where upon enrollment and identification of each new ELL a copy of the original is kept by the principal, the ELL team and the pupil secretary, and should such a form not be completed a follow up process is initiated.
9. Describe how your school ensures that placement parent notification letters are distributed.
  9. The placement parent notification letters are distributed to the parents of the entitled ELLs upon completion of the identification process described above.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
  10. All ELL documentation for each child that includes the HLIS, non-entitlement and entitlement letters is retained in the central location in the main office at BXPk Middle School.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

11. The ELL Department at our schools follows the NYSED recommended procedures and protocols for administering each section of the New York State English as a Second Language Achievement Test (NYSESLAT). The RLAT report from the ATS informs us which ELL students reached proficiency on the NYSESLAT and those students who are to receive the continued ELL services and continue to take the NYSESLAT. The NYSESLAT administration window provides us with the time to administer the listening, reading, writing and speaking sections of the test to all students. The entire staff at BXPMS is informed of the NYSESLAT administration schedule as well as the names of the eligible ELLs. Appropriate test administration locations and time slots are secured where the ELL students take the test. All ELLs are administered the listening, reading and writing in small groups, and the speaking section individually. Students who were absent during the regularly scheduled test administration are given the test during the make-up period. To ensure that administration of the NYSESLAT adheres to the mandates, additional teachers are scheduled to administer the different sections of the test so that there is no conflict of interest where the specific teachers are either administering or scoring the tests of their own students.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

12. Continued entitlement and transitional support letters and orientation sessions are offered to the parents of ELLs as the new student NYSESLAT data becomes available, and it is analyzed to determine which students are entitled to continued ELL services, and which have tested out and are ready for transitional support.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program Selection forms for the past few years, fewer than 1% of the parents have requested Transitional Bilingual program over free-standing ENL (formerly ESL) program. Currently all of our ELLs are placed in the ENL classes, our parents' first choice program according to the surveys. BXPMS strategically monitors should there be interest among the ELL parents to enroll their child in a TB program, and should there be the minimum required number of students who speak the same home language in three consecutive grades so that we can ensure that steps are taken to open such a program at our school, and in the meantime, that ELL parents are given the option of transferring their child to a school within the community school district 11 where an appropriate Bilingual Education program exists, or outside our community school district if a Bilingual Education program does not exist.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

a. Freestanding ENL program.

1. Upon completing the ELL identification process as described above, the current and former ELL students are placed in the "03" classes at each grade level (eg. 603, 703 and 803) to receive their mandated minutes under CR Part 154. If an ELL student has an IEP that supersedes the ELL services that student is placed in either the "01" class at each grade level that are the ICT sections or one of the SpEd Self-Contained classes "80" sections that provide specialized services for ELLs with disabilities. Additionally, the ELLs whose IEPs indicate mandates for other related services receive SETSS and/or speech through a pull-out format. All homerooms where ELLs are placed have students grouped heterogeneously as per their language proficiency levels, and in the case of the "01" homerooms as well as the "80" homerooms, the ELLs might be integrated in class with other students who are non-ELLs. BXPMS vision emphasizes high expectations for ELL student achievement supported by a purposeful plan of action leading to post-secondary options, including college; therefore, providing the ELLs who show readiness with opportunities to interact with their peers who are native speakers of English while continuously monitoring the ELLs' progress through periodic ELL data analysis, and systematically adjusting instructional/learning targets based on a wide variety of evidence and data, proves to accelerate academic and language acquisition especially for the ELLs at the "Transitioning," "Expanding" and the "Commanding" proficiency levels.

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

2. Bronx Park Middle School ensures the mandated number of instructional minutes is provided according to proficiency levels, in our case, the ENL model. All students receive a specified amount of standalone ENL and integrated ENL to develop English language skills so that students can succeed in core content courses. The standalone ENL is delivered by a certified ESL teacher. The Integrated ENL instruction is delivered by co-teaching team—by an ESL teacher and content area teacher. The Entering, Emerging English Language Learners receive more than 2 units (360 minutes) of study per week through daily 60-minute long standalone ENL courses (Monday through Friday) as well as 45-minute long Integrated ENL courses, either Flow Reading or Flow Math (Monday through Thursday). The Transitioning ELLs' programming reflects that of the Emerging ELLs, that is they receive 300 minutes of standalone ENL plus 180 minutes integrated ENL through either Flow Reading or Flow Math. Both, the Expanding and the Commanding ELLs are placed in the "03" homerooms (603, 703, 803 respectively) where they receive the mandated 1 unit of study per week (180 minutes) from a certified ESL teacher during the Flow Reading or Flow Math.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

3. All teachers who service the ELLs and school leadership know their ELL population and their individual needs well. The progress reports are provided to students and their parents in biweekly cycles that show individual student growth in all core subjects (via Skedula reports). Furthermore, school organization and structure is maximized for ample collaboration and planning time among teachers, school leadership, and all stakeholders. The ELLs are grouped in heterogeneous, mixed proficiency-levels classes at each grade level for push-in and collaborative-teaching instruction as well as pull-out instruction (standalone ENL) for targeted instruction to specific proficiency subgroups (Entering, Emergent and Transitioning). The teachers who service ELLs support and learn from each other in a way that recognizes the interdependency of language proficiency and content instruction (ELA/ESL, Flow Reading, Flow Math, accelerated beginners instruction, and self-contained Special Ed instruction--where appropriate). Language development and academic concepts and skills are addressed through the instructional models across the core subjects. In this manner our school leadership is able to make connections between the Children First concept of accountability for ELL outcomes and key instructional initiatives.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

4. Our self-designed thematically-based curricula and instruction are closely aligned to CCSS and informed by the close analysis of the ELL data. Each ELL student is expected to develop a portfolio-bound project for each content area and prepare a rubric-based presentation for their teachers and peers in 6-8-week cycles.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. Our thematic units of study created using the Understanding by Design framework in all core subjects provide formative/interim assessments on weekly basis where our ELLs can demonstrate their progress/growth in each of the four modalities of listening, speaking, reading and writing.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

6. At BXP Middle School we differentiate instruction for all students who require academic intervention, are considered at-risk, have disabilities or belong to one of the ELL subgroups. Our SIFE students who comprise one-third of our ELL population as well as our Newcomers receive a maximum number of service minutes through stand-alone ENL and Flow Reading that totals in 480 minutes of instruction per week by a certified ESL teacher. Their instruction/learning emphasizes both literacy as well as academic content area development using both the BICS and CALLA approaches as well as paying close attention to each individual student's learning style through the lenses of the multiple intelligences. The SIFE, Newcomer, Developing, Long Term ELLs find supportive classroom environment in every classroom where they receive instruction in our school, but specifically, in two our ENL classrooms solely dedicated to the stand-alone ENL where the environment is print-rich with many visuals, reference charts relating to the current themes and concepts addressed in the units of study are posted and systematically updated. There is a logical organization to the lay-out of each classroom as outlined by a detailed school-wide policy on classroom environment where among other features seating charts reflect either heterogeneous or homogeneous student grouping for collaborative or guided team work. Students are aware and self-directed as per in-class portfolio system, in-class notebooks and supplies for station/centers work. Each area of the room is marked by diagrams, graphic organizers, utilizes realia—authentic objects. The ELLs have opportunity to participate in lessons that are clearly

structured using the GANAG framework, our inquiry model lesson format developed by Jane Pollock. This calls for multi-phase inquiry lessons including a goal statement, and activation of prior knowledge, a new information phase, an application phase, and finally a generalizing phase. The connections to Danielson’s framework and Pollock’s teaching model are easy to make.

G: In the goal phase a clear and rigorous goal should be stated and linked to the bigger learning of the unit. This goal should also preview the rigorous thinking that students will have to be able to perform later in the unit. This linking should involve connections with unit’s transfer goals, learning targets, enduring understandings, and/or essential questions.

A: During the activation of prior knowledge, a check of understanding should be done that is accessible to students current knowledge and skill level and that also previews the core or “crux” thinking of the lesson. There is an expectation of pair and whole class discussion during this time to allow for student processing and for formative assessment.

N: During the new information phase, students should explore new information with the support of teacher modeling and questioning and organizing these ideas through note-making strategies. These strategies should include multi-modal note development to help all learners to process the ideas being presented. This phase should also include some guided practice and questioning to help the teacher check for understanding and determine additional scaffolds for application time.

A: The application phase should be where the new skills and knowledge are applied to strategic thinking and reasoning tasks. Across classrooms, students should be expected to collaborate with peers through discussion and experimentation, close read and annotate their thinking, use argumentative thinking and reasoning, and critically apply the ideas and skill from the new information phase to authentic and/or novel contexts. G: During the generalizing phase, students should answer some summative questions about the learning of the day in the formats of mastery tasks, generalized class discussion using the larger concepts of the unit, or through student naming of takeaways from the lesson. Across the vast majority of classrooms, teachers’ assessment practices consistently reflect the varied use of ongoing checks for understanding and student self-assessment so that teachers make effective adjustments to meet all students’ learning needs and students are aware of their next learning steps.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.
  7. Beginning this school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process will allow parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment) that the ELL Identification Process be administered a second time. We may utilize Re-identification Process for students who have a home language other than English, and are ELLs and non-ELLs. BXP will initiate a review of the ELL status upon receipt of a written request from a student’s parent or guardian, student’s teacher (if the teacher’s request includes written consent from the parent or guardian). We will complete the Re-Identification process within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process will be completed within 20 school calendar days. The key to ensuring that the student’s academic progress has not been adversely affected by Re-Identification lies in thorough evaluation of all available student qualitative and quantitative data such as the student’s work in English and in the home language, the NYSITELL if the student was not administered the test originally. Finally, a consultation with the family of the student is crucial so that all parties share an understanding of the situation, and the best-informed decision can be made as per re-instatement and placement of the student in question.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
  8. The teachers of ELL-SWDs look closely at a range of student biographical, assessment data, samples of student work, classroom anecdotes and IEPs to inform their instructional steps. ELLs with disabilities are carefully placed in the least restrictive instructional/learning environment, as it is dictated by their IEPs. This could include self-contained class for one or two core subjects and then they are mainstreamed for other subjects, ICT classrooms with the support of a paraprofessional, or related services such as SETSS and Speech. The materials chosen for support of individual student goals are based on their proficiency levels in literacy as well as their math performance data. The texts that the students use across content areas match or are slightly above their comprehension level. The classroom teacher and/or paraprofessional provide a wide range of scaffolds to enable the student access to those materials. The ELLs-SWDs are surveyed for their preferred/default learning modality as delineated by Howard Gardner so that the ENL and content area teachers find access points with each individual student to their prior knowledge in order to expand their learning, thinking, and development of skills in listening, reading, speaking, and writing.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Chart

The ELLs-SWDs achieve their IEP goals and attain English proficiency within the least restrictive environment as a result of teacher team collaborations, and the development of curricula across all core subjects that emphasize differentiated instruction by delivery of content, student materials, student grouping, and student product.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

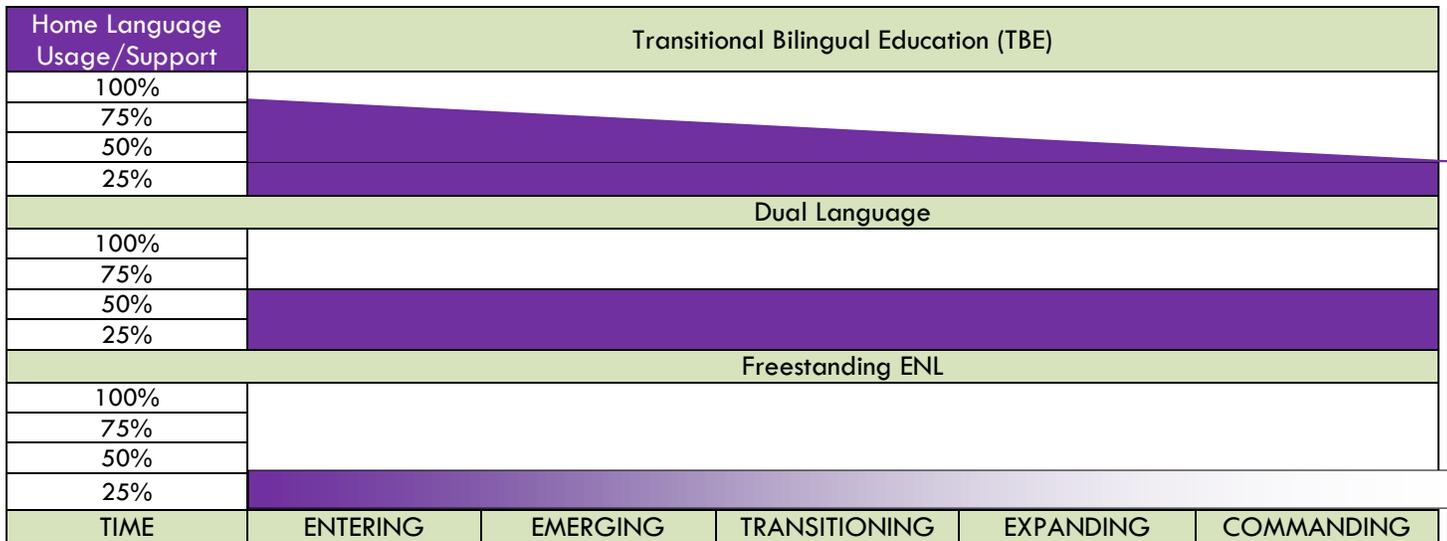


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
10. ELLs obtain targeted intervention programs through what we call at Bronx Park, Flow Reading and Flow Math. Both of these courses are delivered daily, Monday through Thursday, through a licensed ENL teacher and an content area teacher. All English Language Learners participate in Flow Reading whereas those most at risk of not meeting grade level standards in Math are programmed to participate in Flow Math. Additionally, an ENL-certified peer coach provides supports to the Math content area teachers through collaborations on curriculum design and timely feedback on lesson plans and development of learning targets appropriate for ELLs in that content area.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In the stand-alone ENL program all ELLs receive instruction via in-house created thematic units that mirror themes in the mainstream classrooms. Additionally, "power standards" on both ELA and math state exams have been identified as strengths and areas for growth. These power standards are translated into tangible learning targets for students in order to develop content area based language skills and content knowledge. After close analysis of the four modalities of the last three years of NYSESLAT data, we have come to generalizations that modalities where our ELLs show the most growth are in speaking and reading. The areas of challenge are listening comprehension followed by writing. When reviewing the results of the 2015 ELA and Math state exams, the ELLs performed overall better on the math than ELA.
12. What new programs or improvements will be considered for the upcoming school year?
12. Significant improvements are being implemented to the work of teacher teams (Academies, departments, and grade-level teams) at Bronx Park Middle School where the adults engage in structured professional collaborations using an inquiry approach that promotes shared leadership, and focuses on improved student learning. Additionally, the newly created positions of Department Facilitators and Peer Coaches deliver supports to the teachers through collaborative planning sessions, cycles of professional development addressing the needs of ELLs and ELL-SWDs. The Peer Coaches will work on supporting the development of individual teachers' goals as identified through peer intervisitations, analyzing student data, looking at student work and measuring our practices against the Danielson Framework for Teaching as a guide for professional improvement that will have a positive influence on student achievement.
13. What programs/services for ELLs will be discontinued and why?
13. At this time, we do not plan to discontinue any services for the ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
14. Our ELLs are afforded equal access to all school programs that include (SGI) small group instruction tutorials before and after school, Title III enrichment programs ran throughout the year and over the summer as well as on Saturdays (Saturday Academy), courses offered through partnerships with community-based organizations such as Bronx House. Through all the programs mentioned here our ELLs are provided small group instruction in the core subjects, homework assistance, and a myriad of enrichment programs in the fine arts, music, intramural sports, culinary arts, STEM program that features robotics and computer science. The ELLs are an integral part of the diverse fabric of our school community. Through strategically designing supplemental programs for ELLs and ELL-SWDs that complement our academic day programs, we intend to close the achievement gap for all students including those for ELLs and SWDs. Our mission is promoting access to college and career readiness through mentoring our students as well as supporting accountable collaborations among faculty so that groups of teachers hold themselves accountable for their students' progress.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
15. A wide range of instructional materials, including technology, are used to support English language and content knowledge development for ELLs. Our school has two computer labs that were assembled in the past two years, both give the students access to the internet as a research/reference tool. Individual language accounts on Duolingo and RosettaStone allow students to learn a foreign language. Additionally, two computer carts with class-sets of laptops as well as a class-set of iPads are available for use in any classroom for teaching and learning. Our own Bronx Park Middle School library has been expanding over the last three years along with smaller versions of thematically-based classroom libraries for the ELLs and ELL-SWDs. All teachers were assigned a MacBook for planning and delivering instruction as all our lessons are presented to students using the GANAG format (described in #6 under ELL Programing) where each component of the lesson is shown through Power Point slides in every classroom across all content areas. The ENL and content area teachers use video as a medium where students see and hear language in a variety of contexts, with a variety of purposes. Teachers contextualize language and content concepts through a wealth of visuals, manipulatives and realia that bring to life math, science and ideas in social studies through hands-on activities. Project-based learning offers students opportunities for building deeper understanding about content concepts, and it explains an individual learner's preferred or well-practiced learning style. In other words, the learner has a preference, inclination, skills, vision for completing an academic task in a certain manner that is guided by the multiple intelligences as researched by

Howard Gardner. This information serves our teachers as entry points for adapting our instruction to accommodate different types of learning styles; may it be spatial/kinesthetic, logical/mathematical etc..

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

16. Home language support is delivered to the ELLs in different ratios of scaffolding depending on demonstrated need that we determine by reviewing a range of criteria, such as: the English proficiency level of the individual ELL, the student's literacy in their home language, availability of staff who is both fluent and qualified to deliver academic supports in the home language of the ELL student, student grouping where students of the same home language background are engaged in inquiry projects in collaborative teams, technology applications that serve as instantaneous translators ("Say, Hi!"), and reading materials and assessments either available through the DOE or teacher-created.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

17. All required services/resources support and correspond to ELLs' ages and are grade-level appropriate. The ELLs are grouped by proficiency levels on either the NYSITELL (for the new admits) or the NYSESLAT for those continuously eligible to receive the services. Although some courses have age/grade-mixed groups (6-7-8 Entering ENL bridge class) the instruction delivery, the materials (texts are high-interest/low readability and are thematically aligned to the grade-level scope and sequence topics). The ELL Department at our school, systematically reviews individual student data for setting the ELL specific learning targets that we then consider and incorporate in the next steps of our plan for instructional practices.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

18. BXPk acclimates newly enrolled ELLs via activities offered during the student orientation week that takes place in August before the official DOE school opening. The ELLs and their parents are offered regularly scheduled events where they experience first hand the motto of BXPk-- "Flow. Growth. Purpose." Flow: Being within the ideal learning experience, wherein enjoyment and inquiry are guided by a clear goal and immediate feedback, and which result in significant growth. Growth: Measureable improvement toward our goals. Purpose: The commitment to reason for taking action, be it a personal calling, a passion, or a goal. Bronx Park teaches our core PRIDE values where all school members and stakeholders are asked to exemplify. Through these shared values students learn our standards for conduct and our ideals for a more socially conscious society. Our values have been gathered from around the skills necessary for an individual to put him or herself into Flow as described by Mihaly Csikszentmihalyi in his landmark work Flow: The Psychology of Optimal Experience. Second, the values have been aligned to the work of Dr. Greene in Lost At School as they related to the social and emotional skills necessary for a person to be successful in an academic environment. Moreover, a rich monthly calendar published by our school pupil secretary, parent coordinator, school counselors, deans, teachers and administrators delivers a varied menu of options for taking active part in our cultural and community-building events.

19. What language electives are offered to ELLs?

19. At this time, Spanish language is offered to all students, including the ELLs, as an elective (there are 13 different languages spoken by our ELLs at home of which Spanish speakers comprise 120 students), both Duolingo and RosettaStone offer supplemental language courses in 10 different languages. Students and teachers are encouraged to open an on-line language account to learn a foreign language at their individual pace.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

20. At this time Bronx Park Middle School does not offer a dual language program as the parents select ENL (formerly ESL) program as their first choice on the survey.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
  1. Professional development events on the BXPk Calendar for all teachers who support ELLs at BXPk will be delivered by the ENL (ESL Certified) teachers and SpEd teachers in collaborations.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
  2. The Principal and the Assistant Principal discuss Professional development plan with individual teachers using the Danielson Framework for Teaching as a reference to set goals. All ENL teachers and those supporting ELLs work on delivering the mission of BXPk through affiliations with different teams of colleagues who serve as a system of differentiated supports. Each team works on tasks that problem-solve and improve school-wide, team and individual's performance. BXPk offers 5 PD Session Types that support all teachers who work with ELLs and ELL-SWDs. Each teacher learning community models practices, behaviors, expectations that with mentoring and coaching translate into practice and improve routine procedures across the school. The five types of PDs on our calendar are: i. Staff Meeting that addresses topics on professional practices in reference to Danielson's Framework for Teaching. Furthermore the purpose of Staff Meetings is to discuss broad issues of school operation, cultural, and achievement. The issues pertaining the pedagogy for ELLs that addresses acclimating the Newcomers, highlighting multiculturalism as part of building our school culture and analyzing ELL data to identify trends of improvement as well as identify leverage/entry points for supporting growth. These sessions are planned and facilitated by the principal and the assistant principal. The second type of PD is Curriculum Planning where the purpose of the workshops is to model best practices and strategies for effective curriculum planning, classroom culture, and classroom instruction. The curriculum planning retreats are facilitated by administrators, external coaches, or teacher leaders. The third type of PDs are Grade Team/Academy Meetings review and troubleshoot effective implementation of school wide cultural and instructional initiatives at the academy level and to support pressing student needs. Academy Leaders facilitate these weekly meetings. Our Department Meetings (ELL & SpEd, ELA, Math, Social Studies and Science) are dedicated to reviewing data and troubleshooting effective implementation of instructional initiatives at the departmental level & to supporting pressing student needs. The fifth type of PDs at BXPk serve as one-on-one or small group mentoring and coaching where individual teachers participate in cycles of action research trying different instructional approaches and strategies to reach all learners and improve their academic achievement.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
  3. In addition to the professional development supports described in #2 (above), our staff meets regularly to unpack the CCSS and how they are reflected in the work of our ELLs. This process allows all teachers to see language, literacy and content progressions that are expected at each grade level and across all content areas.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
  4. BXPk meets the professional development requirements as per CR Part 154.2 where 15% of total hours for all teachers and 50% of total hours for bilingual and ENL teachers are provided with ELL-specific professional development. The ELL-specific PD topics are attended to at all 5 types of PDs described in #2. Furthermore, monthly all staff PD on last Monday of every month is solely dedicated to ELL topics. All facilitators, that includes the Principal, Assistant Principal, Academy Leaders, Department Facilitators, Peer Coaches/Mentors and outside presenters provide agendas and collect attendance from all participants at every session; these documents are collected and stored by the administrators (hard copies) as well as they live in Google Documents that are shared with all participants and the administration.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
  1. BXPk provides several opportunities for individual meetings with parents of ELLs that are a permanent feature of our school calendar that is both sent to our ELLs' homes as well as it is posted on our website. Some of the events for the ELL families occurring regularly every year are the initial interview at the time of the enrollment, parent/student orientation the week before the formal opening of the DOE schools, three Student-Led Conferences, Curriculum Night and Welcoming Dinner. Individual one-on-one meetings are scheduled as per family's needs.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
  2. All staff contacts the parents of ELLs weekly during the Parental Engagement time on Tuesdays after school—each phone call and its purpose are logged and submitted to the administration for review. All parent meeting agendas, attendance sheets and phone logs are submitted to the administration for record-keeping.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
  3. BXPkMS highly values parent and community involvement, and we have taken steps to ensure that both are a part of the school's culture starting with the ELL identification process, program selection and placement, periodic student progress notifications, social and cultural events organized by our principal, parent coordinator, staff and the School Leadership Team. ELL parent involvement at BXPk involves interviews at enrollment when the parents are assisted in completing the HLIS form and are informed about the three programs for ELLs in the NYC DOE, Curriculum Night--where the teachers share the highlights from the curriculum units taught and the parents have an opportunity to ask questions about our program and practices. The presentations are followed by a welcoming dinner for the parents and teachers. Weekly "Coffee with the Principal" allows parents to inquire about their child's progress, hear about BXPk school-wide initiatives, and network with other families of ELLs. It is the BXPk practice to ask teachers to make at least 4-5 positive phone calls to parents each week, which are logged. Our "3Fs"-- Food, Families and Fun provide for frequent, at least once monthly, events where the parents participate in class and school-wide celebrations organized by administration, Parent Coordinator, individual Teacher Advisors, Deans and Counselors. These multicultural events include class field trips that take place every six weeks as a culminating activity as a conclusion of each thematic unit cycle. The ELL students participate in grade-wide trips to Barnes & Noble Booksellers, apple-picking at a farm, visits to the New York City landmarks and museums, an overnight camping trip, school talent shows (twice per year), Broadway shows, tickets to the baseball games of the NYC local teams, and many more. All events are provided free of charge to the families. Each year an ELL family representative is offered a seat on the BXPk School Leadership Team.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
  4. BXPk's main partner/CBO is Bronx House that provides a rich program of after-school courses Monday through Friday as well as during the school breaks. The courses offered range from homework help, art, culinary, computer science, astronomy, dance, and music classes. Additionally, BXPk has established a close relationship with the office of the New York State Member of Assembly for 80th District, Mark Gjonaj.
5. How do you evaluate the needs of the parents?
  5. BXPk evaluates the needs of the ELL parents by sustaining regular contact with individual families through phone and in-person conversations, surveys and the outreach provided by our Parent Coordinator, Madge Anderson. Individual student report cards are sent home monthly, and they show both their child's academic and social/conduct progress. Any family of a student identified as "at-risk" for not meeting academic or conduct expectations is contacted and invited for a follow up conference with the Class Advisor, Administration, Deans and Counselors.
6. How do your parental involvement activities address the needs of the parents?
  6. The BXPk parental involvement activities address the socio-cultural and academic needs of the ELLs and their families. BXPk staff and administration focuses on the strengths of our ELL families as they know their children better than anyone else. We find ways to get that information to teachers, and school support staff. Our Principal and the Parent Coordinator sent parent newsletters periodically throughout the year.

### D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

The Bronx Park Mission, Vision and Core Values invite all families to take part in collaborating and strengthening the Bronx Park Student Mission that states: " We are on the path to finding our life's work and passion. We hear our community, country, and planet calling us

to solve the problems that face them. Through professionalism, reflection, innovation, determination and empathy we are becoming the people who solve these problems. At Bronx Park Middle School we put our learning to work.” We hold the Bronx Park staff accountable to upholding our values through a promise: “Every day we will provide our students with a safe, personalized, and inspirational space so that they can bring their best self to work, think deeply about themselves and their challenges, think creatively about their choices and solutions, learn about each other as individuals, and never give up.”

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **#INGEST ERROR!** School Name: **Bronx Park Middle School**  
Superintendent: **Meisha Ross-Por**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Bronx Park Middle School (11X556) situated in the Pelham Parkway part of the Bronx, has close to 19% English Language Learner students currently on the rosters, and the number of students who speak language other than English at home is approximately 50%. Upon enrolling at BXPKMS the ENL provider advises the parents on submitting the HLIS form as well as they deliver an informational workshop on the available ELL program models in the NYC DOE. The HLIS forms inform the BXPKMS of the ELL student and his/her family's home language. According to this survey there are 10 languages other than English spoken at homes of our students, and they include Albanian, Arabic, Bengali, French, Fulani, Hungarian, Italian, Khmer, Russian, Spanish, Urdu and Vietnamese. The hard-copies of our communications with our families of ELLs are translated in-house, and outsourced to either the Office of Translation and Interpretation or to an independent translation/interpretation service agency. Oral interpretation services for live events for the parents are provided in Spanish and Arabic through the in-house interpreters. The translated mailings on different topics are sent to the parents of ELLs several times each month throughout the year, and they include, but are not limited to registration, selection/placement in an ELL program; the BXPKMS report cards; conduct and safety (PRIDE Point Tracker); special education and related services; transfers and discharges. Furthermore, the BXPKMS action plan ensures that parents in need of language access services are not prevented from reaching our school's administrative offices solely due to language barriers.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

According to the parent surveys and the ATS data there are 10 languages other than English currently spoken at homes of our students, and they include Albanian, Arabic, Bengali, French, Fulani, Hungarian, Italian, Khmer, Russian, Spanish, Urdu and Vietnamese. The most frequent requests for oral translation and interpretation come for Albanian, Arabic, and Spanish as of now we are able to provide in-house translation for the parents in these three languages.

## Part B: Creating a Communications Calendar

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

BXPMS highly values parent and community involvement, and we have taken steps to ensure that both are a part of the school's culture starting with the ELL identification process, program selection and placement, periodic student progress notifications, social and cultural events organized by our principal, parent coordinator, staff and the School Leadership Team. Each student and their family receive a copy of the Student Handbook that delineates the BXP mission, academic and conduct expectations for the students, our "PRIDE" values and school policies. The Student Handbook is discussed with all students, including ELLs, in their advisories ("03" homerooms) where the advisors are ENL providers. ELL parents are informed of their child's entitlement to ELL services after the initial interviews at enrollment when the parents are assisted in completing the HLIS form and are informed about the three programs for ELLs in the NYC DOE. In the subsequent years, the families of ELLs are notified in writing of their child's continued entitlement that is determined by the child's results on the NYSESLAT. The BXP calendar of events that is disseminated via backpack and it is accessible on our website includes the Curriculum Night--where the teachers share the highlights from the curriculum units taught and the parents have an opportunity to ask questions about our program and practices; the welcoming dinner for the parents and teachers. Weekly "Coffee with the Principal" that allows parents to inquire about their child's progress, hear about BXP school-wide initiatives, and network with other families of ELLs is advertised via backpack, automated phone messenger and it is listed on the monthly school calendar. It is the BXP practice to ask teachers to make at least 4-5 positive phone calls to parents each week, which are logged and submitted to administration for review and record-keeping. Our "3Fs"-- Food, Families and Fun that provide for frequent, at least once monthly, events where the parents participate in class and school-wide celebrations organized by administration, Parent Coordinator, individual Teacher Advisors, Deans and Counselors are advertised through backpack, school calendar, and in many cases, personal phone calls. These multicultural events include class field trips that take place every six weeks as a culminating activity as a conclusion of each thematic unit cycle. As our English Language Learners and their families acclimate to the BXP culture and traditions, in addition to the means of communication listed above, we notice a gradual parental involvement where the parents of ELLs initiate the dialogue with the school. As a result, more of the ELL students participate in grade-wide trips to Barnes & Noble Booksellers, apple-picking at a farm, visits to the New York City landmarks and museums, an overnight camping trip, school talent shows (twice per year), Broadway shows, tickets to the baseball games of the NYC local teams, and many more. All events are provided free of charge to the families. Each year an

ELL family representative is offered a seat on the BXPB School Leadership Team and they are an additional voice of the ELL and immigrant families in the BXPB community.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

BXPB provides several opportunities for individual meetings with parents of ELLs that are a permanent feature of our school calendar that is both sent to our ELLs' homes as well as it is posted on our website. Some of the events for the ELL families occurring regularly every year are the initial interview at the time of the enrollment, parent/student orientation the week before the formal opening of the DOE schools, three Student-Led Conferences, Curriculum Night and Welcoming Dinner. Individual one-on-one meetings are scheduled as per family's needs. Any family of a student identified as "at-risk" for not meeting academic or conduct expectations is contacted and invited for a follow up conference with the Class Advisor, Administration, Deans and Counselors.

### **Part C: Providing Language Assistance Services**

---

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The BXPBMS will provide written translation to the parents of ELLs. The services will be provided by both in-house personnel and two outside vendors. The in-house translation is done the same day while the services provided in languages other than Spanish need to be outsourced to the DOE vendors, and the projects are completed usually within 5 business days or less. During the live events at BXPBMS on-site translation and interpretation is provided by our staff and parent volunteers identified by the principal, the parent coordinator and the staff. In case a parent of ELLs who speaks one of the 10 minority languages is in need of instantaneous translation we will outsource the services to one of the two vendors or the Translation and Interpretation Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

BXPBMS will provide oral interpretation services to the parents of ELLs who demonstrate the need (especially those parents who speak one of the 10 minority languages). The interpretation in Spanish and Arabic will be provided in-house through our staff and/or parent volunteers, while the interpretation in other languages listed in section B will be provided through the DOE Translation and Interpretation Unit or an outside vendor with a two-day notification.

## Part D: Training Staff on Policies and Procedures

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The training of staff on policies and procedures related to ELL issues and translation and interpretation services takes place during the staff orientation the week before the official school opening in August. Additionally, as the new ELL students are enrolled, the content area teachers and all the providers are notified as per the new student's home language and academic records. The Language ID Guide poster is posted in the public spaces around the school. The staff uses Google Translate, "Say Hi" and other online translation applications to communicate with individual families in the interim. The Over-the-phone interpretation services are contacted on as needed basis, and the ELL Department members work closely with the staff who provides the services to the ELLs, the pupil secretary and the parent coordinator.

## Part E: Providing Notice of Language Assistance Services

---

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

BXPKMS will address the translation and interpretation needs of the parents of ELLs who demonstrate the need in accordance with the Chancellor's Regulation A-663, and as part of our Comprehensive Educational Plan. BXPKMS has put in place procedures for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education as delineated by our school CEP, our annual school calendar of events and that they reflect the current NYC DOE organization. No minor students will provide translation services. We will ensure to obtain training for our key staff on language access requirements.

## Part F: Monitoring and Quality Control

---

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

BXPK will gather feedback from parents of ELLs on the quality and availability of services through a parent surveys, during Student-Led Conferences (three times a year), one-on-one meetings scheduled by either the parent or any of the BXPK teams--Counselors, Parent Coordinator, Advisors, ENL Teachers, Content Area Teachers, Related Services Providers, School-Based-Support-Team, School Administrators and Deans. The findings and recommendations with regards to effectiveness of providing services will be shared by all parties involved, and used to improve the quality of our services.

